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ABSTRACT

This module provides the participant with an overview of living conditions of the Puerto Rican in New York, so that as a teacher he may better understand the conflicts and emerging values of both parents and children on the mainland. Upon completion of this module, the participant will be able to list and describe the advantages and disadvantages of living conditions in New York as contrasted with life on the island. The student completes a preassessment test, chooses tasks from a list of alternatives, and concludes the module with a postassessment test. (A 17-item bibliography is included.) (PB)

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TEACHER CORPS BILINGUAL PROJECT
UNIVERSITY OF HARTFORD
WEST HARTFORD, CONNECTICUT
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MODULAR SEQUENCE:
PUERTO RICAN PUPILS
IN MAINLAND SCHOOLS

TTP 003.03 LIVING CONDITIONS IN THE U.S.: NEW YORK

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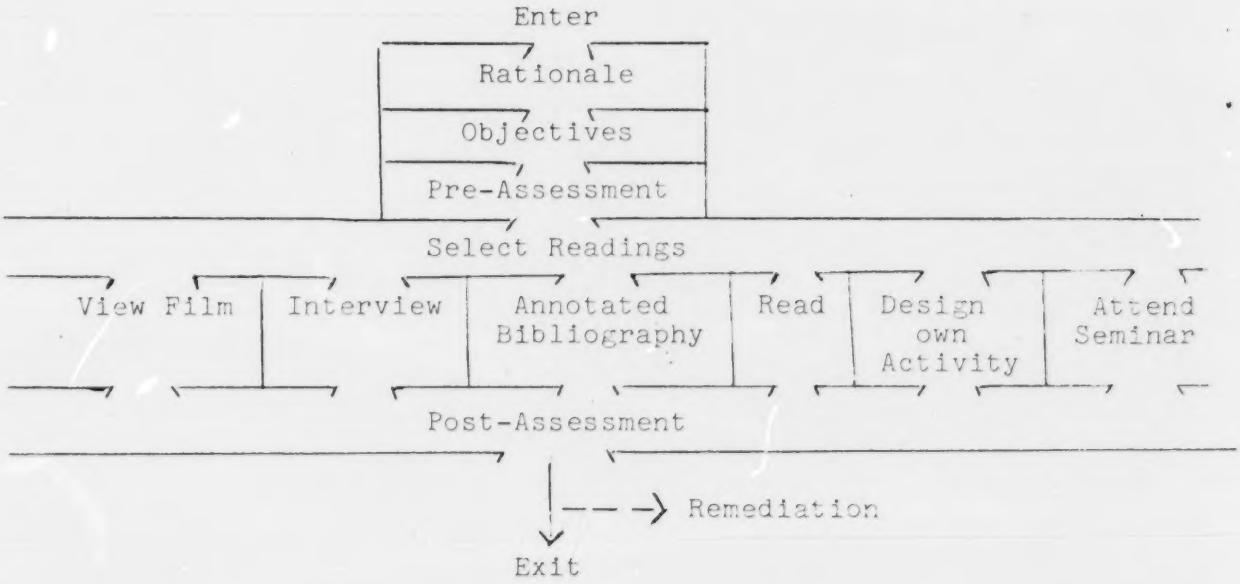
Living Conditions in the U.S.: New York



RATIONALE

This unit of work provides the participant with an overview of living conditions for the Puerto Rican in New York. It is believed that a knowledge of the economic and social forces at work on the Puerto Rican community will enable the teacher to better understand the conflicts and emerging values of both parents and children on the mainland.

OBJECTIVES

Given a series of learning alternatives on the Puerto Rican in New York, the participant will be able to:

- -list and describe the advantages and disadvantages of living conditions in New York as contrasted with life on the Island.

PRE-ASSESSMENT

To assess your prior mastery of the terminal objectives of this unit of work, complete the following exercise. Your performance on this assessment will determine which learning tasks you are to perform.

Directions: Answer the following questions according to the directions noted in each:

Prepare an oral, visual and/or written presentation on "Living Conditions in New York," considering the following topics:

1) Housing
2) Family relationships
3) Employment and economic conditions
4) Religious practices
5) Social behavior

Pay attention to the following questions as you develop your presentation:

1) How has the Puerto Rican community developed since 1941?

2) What have been the problems of imigrants when they arrived and how have they met the problems?

3) How have Puerto Ricans contributed to the growth of New York City?

LEARNING ACTIVITIES

I. Read four or more articles listed in the bibliography of this module.

II. Select 1 of the following:

A. View the film "Island in America."

B. Interview members of the Puerto Rican community in your area who have lived in New York.

C. Prepare an annotated bibliography of 5 or more sources on this module's objective.

D. Read: Richard Greenspan. Puerto Ricans on Long Island. (New York: ASPIRA of New York, Inc., 1971).

E. Design your own learning activity.

F. Attend a seminar as scheduled by your module coordinator.

POST-ASSESSMENT

Directions: Answer the following questions according to the directions noted in each:

Prepare an oral, visual and/or written presentation on "Living Conditions in New York," considering the following topics:

1) Housing
2) Family relationships
3) Employment and economic conditions
4) Religious practices
5) Social behavior

Pay attention to the following questions as you develop your presentation:

1) How has the Puerto Rican community developed since 1941?

2) What have been the problems of imigrants when they arrived and how have they met the problems?

3) How have Puerto Ricans contributed to the growth of New York City?

Competency will be certified when the module coordinator has ascertained that the submitted post-assessment is of acceptable quality.

Remediation: Alternate learning activities are available on a contractual basis with the module coordinator.

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